Utah Core Criterion-Referenced Tests

Site Coordinator's Manual

2007

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Student Achievement and School Success

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Coordination of a CRT Testing Program

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2007 ELEMENTARY TEST OVERVIEW

General Materials Needed—test booklet, answer document, #2 pencil, scratch paper, book to read when done

First Grade

Test	Sessions	Pilot Questions	New for 2007	Session 1 Additional Materials	Session 2 Additional Materials	Session 3 Additional Materials
Math	3	Yes	N/A	Counters	Counters	Counters
ELA	3	N/A	N/A	N/A	N/A	N/A

Second Grade

Test	Sessions	Pilot Questions	New for 2007	Session 1 Additional Materials	Session 2 Additional Materials	Session 3 Additional Materials
Math	3	Yes	N/A	Counters	Counters	Counters
ELA	3	N/A	N/A	N/A	N/A	N/A

Third Grade

Test	Sessions	Pilot Questions	New for 2007	Session 1 Additional Materials	Session 2 Additional Materials	Session 3 Additional Materials
Math Forms A, B, C	3	Yes	Students may write in booklets.	Ruler	Ruler Calculator	Ruler Calculator
Math Forms D, E, F, G	3	Yes		Ruler	Ruler Calculator	Ruler
ELA	3	N/A		N/A	N/A	N/A

Fourth Grade

Test	Sessions	Pilot Questions	New for 2007	Session 1 Additional Materials	Session 2 Additional Materials	Session 3 Additional Materials
Math Forms A, B, C	3	Yes	Students may write in booklets.	Protractor	Protractor Calculator	Protractor Calculator
Math Forms D, E, F, G	3	Yes		Protractor	Protractor Calculator	Protractor
ELA	3	N/A		N/A	N/A	N/A
Science	2	N/A		N/A	N/A	N/A

Fifth Grade

Test	Sessions	Pilot Questions	New for 2007	Session 1 Additional Materials	Session 2 Additional Materials	Session 3 Additional Materials
Math Forms A, B, C	3	Yes	Students may write in booklets.	Reference Sheet Protractor	Reference Sheet Protractor Calculator	Reference Sheet Protractor Calculator
Math Forms D, E, F, G	3	Yes		Reference Sheet Protractor	Reference Sheet Protractor Calculator	Reference Sheet Protractor Calculator
ELA	3	N/A		N/A	N/A	N/A
Science	2	N/A		N/A	N/A	N/A

Sixth Grade

Test	Sessions	Pilot Questions	New for 2007	Session 1 Additional Materials	Session 2 Additional Materials	Session 3 Additional Materials
Math Forms A, B, C	3	Yes	Students may write in booklets.	Reference Sheet Protractor	Reference Sheet Protractor Calculator	Reference Sheet Protractor Calculator
Math Forms D, E, F, G	3	Yes		Reference Sheet Protractor	Reference Sheet Protractor Calculator	Reference Sheet Protractor Calculator
ELA	3	N/A		N/A	N/A	N/A
Science	2	N/A		N/A	N/A	N/A

2007 SECONDARY TEST OVERVIEW

General Materials Needed—test booklet, answer document, #2 pencil, scratch paper, book to read when done

English Language Arts

Test	Sessions	Pilot Questions	New for 2007	Additional Materials
ELA Seventh				
ELA Eighth				
ELA Ninth	4	Yes	The 2007 CRT is aligned to the new Secondary ELA Core Curriculum	N/A
ELA Tenth				
ELA Eleventh				

Math

Test	Sessions	Pilot Questions	New for 2007	Additional Materials
Math 7	2			Reference sheet, ruler, protractor, calculator
Pre-Algebra	2			Reference sheet, ruler, calculator
Elem. Alg/AMI	2	N/A	N/A	Reference sheet, calculator
Geometry/AMI	2			Reference sheet, calculator
Intermediate Algebra	2	Pilot only	Test	Reference sheet, graphing calculator

Science

Test	Sessions	Pilot Questions	New for 2007	Additional Materials
7th Grade Integrated				
8th Grade Integrated				
Earth Systems	2	N/A	N/A	N/A
Biology				
Chemistry				Reference sheet
Physics				

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OVERVIEW OF THE CRITERION-REFERENCED TESTS

INTRODUCTION

The information contained in this manual should be used in conjunction with each assessment's Test Administration Manual.

The Core Criterion-Referenced Tests (CRTs) were developed to determine student proficiency on the Utah Core Curriculum for each content area. The test questions were written by Utah teachers and reviewed and edited by district content specialists; university representatives; members of the community; Utah State Office of Education (USOE) specialists in the Assessment and Accountability, Curriculum, and Special Education sections; and contracted curriculum and assessment experts.

The CRTs measure aspects of the Utah Core Curriculum (UCC) that are measurable via multiple-choice questions. The questions are aligned to the UCC.

OVERVIEW OF THE TESTING SCHEDULE

CRTs are not timed. Every student should be provided with sufficient opportunity to complete the test. The testing schedule is designed to allow students to work at their own pace while utilizing effective test-taking practices. For any students who require test adaptations that cannot be accommodated during the regular testing sessions, the test administrator/proctor will need to schedule the appropriate testing setting and time.

A student may not return to a previous section of the test unless it is during a specifically schedule test completion session.

The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium.

Circumstances over which teachers have no control (e.g., fire drills, power failures, etc.) may interrupt testing. If the interruption occurs during any testing session, teachers should instruct students to insert their answer documents in their test booklets and close their test booklets. Time to complete these tasks should be based on the teacher's knowledge of the urgency and seriousness of the interruption. When normal conditions are restored, resume testing. Interruptions should not reduce the total amount of time students are given to complete the session; again, CRTs are not timed.

SCHEDULING MAKE-UP TESTING AND TEST COMPLETION SESSIONS

Make-up and completion sessions do not have to be administered in the students' regular classrooms; students may be tested by a guidance counselor or another certified teacher assigned to monitor testing. These test sessions may include students working on different sections of the test.

TEST SECURITY

All test booklets, Test Administration Manuals, answer documents, and supporting materials associated with the Core Criterion-Referenced Tests (CRTs) are confidential and secure. However, remember that the math and science reference sheets are not secure and should have been used in instruction throughout the school year.

No part of any test booklet or other materials listed above may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system. All test booklets (used and unused), answer documents (used and unused), and test administration manuals (Site Coordinator's Manual and the Test Administration Manual) must be returned to the testing coordinator at the completion of the administration of the test.

The CRT materials are highly secure and should be treated accordingly. Specifically:

- Tests should be handled only by qualified personnel.
- A system should be in place to ensure that all test booklets and answer documents are distributed and collected in a systematic and secure fashion.
- All test booklets and answer documents should be accounted for at the conclusion of testing.

It is extremely important that all staff members involved in the distribution and administration of these tests follow the directions for administration very carefully.

TESTING ETHICS

Under no circumstances should questions from these tests be taught to or reviewed with students. Copying the test is not permitted. Such practices violate test security and are professionally unethical. According to state law, evidence of these illegal activities can result in the loss of teacher licensure.

School district employees who administer the test shall follow the standardization procedures in the published Test Administration Manual (TAM) and any additional specific instructions developed by the State Board of Education.

For further information regarding testing ethics and test security, see the Utah State Board of Education approved standard entitled "The Standard Test Administration and Ethics Policy" at the following URL: http://www.schools.utah.gov/ARC/AATestPolicy.pdf.

ASSESSMENT ACCOMMODATIONS

All Utah students are to participate in the Utah Performance Assessment System for Students (U-PASS), including administration of the CRTs. To meet students' special needs, assessment accommodations are allowed in specific situations in order to enable students to better demonstrate their knowledge. Accommodations are determined by an ELL, IEP or 504 team.

To obtain detailed information about the official state policy for assessment accommodations, examine the state document entitled "Policy for the Participation of Students with Special Needs in the *Utah Performance Assessment System for Students* (U-PASS)." This document is available at the USOE Web site: http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Participation_Requirements.doc.

ELL, IEP and 504 Students

Decisions regarding accommodations or modifications to CRT assessments must be made by the ELL, IEP or 504 team and documented in the student's file in advance of administrating the test. Individual teachers may not make decisions regarding assessment accommodations at the time of test administration.

Utah's Alternate Assessment

Students who qualify for participation in the UAA do not take CRTs. Utah's Alternate Assessment (UAA) is designed for students with significant cognitive disabilities. In order for a student to participate in the UAA, the IEP team must determine that the student:

- Has an IEP that documents that need for an alternate assessment.
- Demonstrates cognitive ability and adaptive skill levels that prevent completion of the general academic Core Curriculum, even with instructional accommodations.
- Requires extensive individualized instruction in multiple settings to transfer and generalize skills.
- Is unable to participate in any other component of the statewide assessment system even with test accommodations.

English Language Learners (ELLs)

The federal NCLB Act and state U-PASS legislation and policy determine which ELL students take which CRT. This determination is based on the student's number of years in the United States. The pertinent guidance related to these policies is summarized below. Decisions regarding additional accommodations may not be made by an individual teacher at the time of test administration. These decisions must be made by the school's ELL team.

For further guidance, see the following document: "Assessment Participational Accommodation Policy for the *Utah Performance Assessment System for Students* (U-PASS)": This document is available at the following URL:
http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Participation_Requirements.doc.

TEST IDENTIFICATION

For both pre-load online files and PBT header fields, the LEA should standardize across all tests on what the nine character/digit and two character/digit fields represent. There are two choices irrespective of documented descriptions for the pre-load and header fields:

1) A nine-digit local course ID plus a two-digit section ID (unique to the school for the CRT window)
2) A nine-digit teacher number plus a two-digit period number (unique to the school for the CRT window)

Consistency is important. In the final edits conducted by the USOE, both the CBT and PBT forms produce raw roster score and error reports using the same program. Since the PBT header sheet is only capable of numeric values, both CBT and PBT values must be numeric for consistency if both modes of testing are used by one teacher.

A flag will be introduced on the pre-print in 2008 to flag students who are online so LEAs won't have to submit separate P&P and online pre-prints/loads. This will help control overages in ordering of testing supplies.

REPORTS TIMELINE AND RESPONSIBILITIES

1. Answer documents are submitted.
2. If Computer-Based Testing (CBT) was used, Raw Score Report is provided in 48 hours.
3. If Paper-Based Testing (PBT) was used, Raw Score and Edit Report are provided in four days.
4. Teachers/test proctors review reports and sign off on items such as the following:
   a. Score reported for every test taken
   b. No "extra" students on report (students not on report, not in class)
   c. Raw score
      i. On CBT raw score in ballpark
      ii. On PBT—% correct in ballpark
   d. Titles on report include the correct information
5. Paper-based Edit Report for CBT and PBT (individual students by class, district, school and class summary) is provided. Electronic report is available if requested.
6. Paper teacher/summary report provided.
7. Error list—paper
   a. Excel report sent if requested.
   b. LEA receives detailed summary of number and type of errors.
   c. LEA must clean data and return to the USOE with any corrections by June 30.

MARKING THE SPECIAL CODES BOX ON THE ANSWER DOCUMENT

Basic Rules

- The special codes box is to be marked only for a small percentage of students.
- A blank pre-printed answer document will be interpreted as "not participating" in terms of accountability, unless a reason is marked in the special codes box.
- All answer documents must be returned to the USOE for scoring, reporting, and accountability.

Mark the special codes box on the answer document <u>only</u> if a student:

- Participated in a non-standard administration of the test (mark reason in non-standard participation section).
- Did not mark any answers even though there were efforts to encourage participation in the assessment (mark reason in non-participation section).
- Did not participate in the assessment (mark reason in non-participation section).

For <u>non-standard participation</u> mark:

- "Accommodated" if accommodations were provided. In addition, indicate in the "Accommodations" box specific accommodations provided.
- "Private/Home School Participation" if the student is educated in a private school or home school setting.
- "Modified" if a modified assessment was administered.
- "UAA" if the student participated in Utah's Alternate Assessment

For <u>non-participation</u> mark:

- "Absent" if the student was not present during any part of the test administration period and was not able to make up the test.
- "Excused" if the student could not take the test as a result of a medical emergency.
- "Unknown student" if the answer document was pre-printed for a student who cannot be identified as ever having been enrolled in the school.
- "Officially withdrawn from school" if the student is no longer enrolled in the school.
- "ELL First Year in U.S. Before April 15" if the student is an ELL student and enrolled before April 15 of the current school year.
- "ELL First Year in U.S. April 15 or Later" if the student is an ELL student and enrolled on or after April 15 of the current school year.
- "Private or Home School Non-Participation" if the student is educated in a private or home school setting.
- "RT" if the student refused to take the test.

INSTRUCTIONS FOR CODING BLANK ANSWER DOCUMENTS

If appropriate, the test administrator/proctor may complete the information section for the student.

Only students **without** pre-printed answer documents will complete the student information sections of their answer documents. Have the students locate the form number on their test booklet and transfer the information to their answer document. This information is specific to each CRT. Walk around the room to make sure that students have filled in the appropriate form correctly.

When ready to begin having students fill out the demographic section of their answer documents,

> **SAY:** *Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen, colored pencil, or marker on this test.*

Ensure that each student has a sharpened #2 pencil.

> **SAY:** *I am now going to give each of you a blank answer document. Do not write on the answer document until I tell you.*

Distribute answer documents to each student. Pause while students become familiar with their materials. As you give the instructions, ensure that students with pre-printed answer documents are not completing the information grids.

> **SAY:** *If your name is **not** pre-printed on your answer document, you will now complete the information sections on your answer document.* [**Point to the sections the student will fill in**.] *If your name is pre-printed on the answer document, do not complete this information.*
>
> *It is very important that you complete all of the information carefully and correctly. Listen carefully and follow the instructions exactly as I give them. If you have a question, please raise your hand.*
>
> *Turn the answer document so that the lines labeled "Last Name," "First Name," and "M" are at the top of the page.* [**Demonstrate turning the answer document; point to the name fields.**] *Carefully print your last name, first name, and middle initial in the boxes provided. Use the name that matches your school records. Now fill in the circles below the boxes that match the letters you have written. Enter only one letter per box.*

Walk around the room to make sure that students are filling in the appropriate section of the form correctly. If there are students whose last or first names are too long for the spaces provided, instruct students to only write in the first fourteen letters of the last name and the first twelve letters of their first name. The last column is reserved for the middle initial. Students should **not** enter apostrophe marks or hyphens.

Check all students' answer documents before you go on. It is the responsibility of school personnel to verify that students correctly encode their names and all other information if they do not have a pre-printed answer document.

> **SAY:** *Look at the section labeled "Student Number." [**Point to the appropriate section.**] If you are unsure of your student number, I can give it to you. Please copy your student number into the boxes. Enter only one number per box. Make sure you copy the numbers correctly. Now fill in the circles below the boxes that match the numbers you have written.*

If the student numbers used in your district have fewer than ten digits, have the students start from the left-hand column and fill in the numbers as far as they go. If there are not enough numbers to fill in all columns, leave the rest blank. For example, if the student's number is 1234567, the number will be written as 1234567 with three empty columns remaining. Have students fill in the circles below the boxes that match the numbers written. Students should enter their district student number, not their student statewide identifier (SSID), on their answer document. Contact the testing coordinator if you have questions regarding the difference between students' district student number and their SSID.

> **SAY:** *Now find the section labeled "Grade."*

[Pause.]

> **SAY:** *Fill in the circle that corresponds to the grade you are enrolled in for this school year.*

[Pause.]

> **SAY:** *Do not mark in the "Special Codes" box.*

[Pause.]

> **SAY:** *This completes the information section of the answer document.*

INSTRUCTIONS FOR
CODING FORM NUMBER ON ANSWER DOCUMENT

All students will need to grid their test Form Number in the appropriate place on their answer document. This number is located on the front cover of each test booklet.

> **SAY:** On the front cover of your test booklet, locate the Form Number of your test. If you have any questions, please raise your hand.

The Form Number depends upon the course being tested. It is a number **or** a number and letter combined. Demonstrate the location of the Form Number by holding a test booklet up and pointing to the Form Number on the cover. Walk over to any student whose hand is raised and assist him/her in locating the Form Number information on the front cover of the test book.

> **SAY:** You will now complete the Form Number section on the answer document. Locate the side of your answer document that contains the demographic information. Find the section that is titled "Form Number." Write the number and letter of your Form Number in the space provided. Raise your hand if you need assistance.

Provide a specific example on the board.

> **SAY:** Now darken the circles below the boxes that match the Form Number you have written.

This information must be gridded properly to ensure their tests are scored accurately. Move around the room and check to make certain students are completing this information correctly.

CHECKLIST FOR TEST ADMINISTRATOR/PROCTOR

Before Testing:

_____ Meet with school's testing coordinator:

     _____ To review testing procedures.

     _____ To complete Standard Test Administration and Testing Ethics Training.

     _____ To verify completion of training.

     _____ To clarify any questions.

_____ Notify students and parents about testing.

_____ Become thoroughly familiar with the Test Administration Manual.

_____ Receive materials from your school's testing coordinator(s) and take an inventory to ensure you have the appropriate materials. Needed materials are:

     _____ supply of sharpened #2 pencils with erasers (students may not use pens, colored pencils, crayons, or markers)

     _____ test booklets (class set or one per student, depending upon how test booklets were ordered and supplied)

     _____ pre-printed answer document for each student on your roster

     _____ several blank answer documents for new students

     _____ scratch paper for each student

     _____ an extra test booklet for demonstration purposes

     _____ a "TESTING, DO NOT DISTURB" sign for the door

     _____ any additional supplies or materials specified for your subject area test

_____ Review assessment accommodation and modification guidelines and make arrangements for students who qualify.

_____ Complete the student information on the blank answer document for students without pre-printed answer documents or schedule approximately 5–10 minutes for the students to complete the information. This information must be completed prior to the start of Session One.

     Note: Please make certain that students grid the Form Number found on the front cover of their test booklets directly on to their answer documents.

_____ Place a "TESTING, DO NOT DISTURB" sign on the door to the classroom and work to minimize interruptions and distractions.

During Testing:

_____ Administer the test following the script in the Test Administration Manual word for word.

_____ Encourage students to have a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class.

_____ Continually monitor students to ensure that they are working on the test and that they understand how to fill in the circles on their test answer documents.

_____ Check to see that students are on the correct section. If it is observed that a student inadvertently misses items or a page of questions, encourage him/her to go back and answer those questions.

_____ Keep communication between you and the students to a minimum.

_____ Supply students with new pencils as needed.

_____ Let students know that it is okay if they do not know a specific answer, and encourage them to choose the best answer.

_____ Maintain and oversee the security of all test materials.

After Testing:

_____ Arrange make-up and test completion sessions for students who miss all or part of the test.

_____ Check to see that the student answer documents are complete and correctly marked (i.e., student information on pre-printed answer documents has been filled in correctly, new students have completed the student information section, pencil was used instead of pen).

_____ Make certain that students have gridded the correct Form Number found on the front cover of the test booklet onto the answer document.

_____ Separate test materials as described below:

     ____ test booklets (used and unused)

     ____ used answer documents

     ____ damaged, voided or non-routine answer documents

     ____ unused answer documents

     ____ this Test Administration Manual

     ____ a list of students who did not complete the test

_____ Complete the special codes box on the answer document/booklet for students who meet the specified criteria. Refer to page 5 for instructions on marking the special codes box.

_____ Organize and return all used and unused secure test materials to your school's testing coordinator(s).

FREQUENTLY ASKED QUESTIONS

Test Administration Questions

Who can administer the test?

The test should be administered by a currently licensed Utah teacher/counselor.

When is the best time to administer the test?

Professional judgment should be used when determining a time. Additionally, school-wide scheduling constraints, student fatigue, and surrounding circumstances should be considered. To avoid test fatigue, administrators should avoid testing students in immediate succession with other tests. Also, student(s) should be reasonably well rested and free from external distractions or stresses.

Is the test timed? How do you accommodate varying testing times?

No, the test is not timed; however, most students will finish a testing session within a normal class period, or 60 minutes. If students finish early, they are to remain in the testing environment and be encouraged to work on something individually and quietly, such as reading a book. Students who need extra time should be provided with time and given the opportunity to complete the test. If necessary, additional completion sessions for CRT tests should be scheduled.

Is test order predetermined or can it be altered?

- There is no specific sequence for administrating the different content area tests of science, ELA, Elementary ELA and math. One content area does not have to be administered before another.
- Within CRT content areas, test sections are ordered and are to be completed in the order in which they are presented. For example, if all sections of the test require no teacher direction, and a student misses the first day (and consequently section 1) of test administration, then upon return, while the majority of students continue on with section 2, that student should be working on section 1. **Occasionally, there are exceptions**—for example, in elementary ELA tests, if a student misses the first day of testing and comes the second day. The second day, however, requires teacher direction. The student may skip the first part and complete with the class the section requiring teacher direction. The student can then return to the missed section at a designated make-up session.

Is writing allowed in any test booklet (including consumable booklets for grades 1 and 2)?

Elementary: Writing in test booklets is allowed for elementary tests (grades 3–6). Each student should have his/her own test booklet.

No writing is allowed in the grades 1–2 answer booklets.

Secondary: No writing is allowed in any test booklet.

What manipulatives can be used, and when?

This is content- and test-specific. It is determined by the test section and identified in the specific TAMs.

CRT content-specific manipulatives:

> **Science –** No manipulative can be used on any test. This includes the use of calculators in chemistry and physics.
>
> **Secondary ELA and Elementary ELA –** Manipulatives are not applicable.
>
> **Math –** Manipulatives may include calculators.

For any permitted accommodations, 504 and IEP teams must refer to the USOE's Accommodations Policy: http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Participation_Requirements.doc). and include the determined accommodations with the student's 504 or IEP Plan.

What if a child fails to mark an answer?

Teachers should walk around the classroom while students are taking the test. If a teacher notices a student is not marking an answer to a question **during** test administration of that section, then the administrator may encourage the student to respond to all test questions. If the student still does not respond to these questions, then the administrator should accept that the student chooses to not mark an answer. If a child does not mark an answer for **any question (thus having a blank answer document),** and reasonable effort was made to encourage the student to do so, then the test administrator should mark "RT" for refused to test in the special codes box.

What if a child marks more than one answer?

Teachers should walk around the classroom while students are taking the test. If a teacher notices a student marking more than one answer to a question **during** test administration of that section, then the administrator may remind the student that there is only one best answer to each test question, and that only one answer should be marked as correct. If the student still marks more than one answer, then the administrator should leave the question marked as by the student.

May a student return to a previous section of the test?

A student may not return to a previous section of the test unless it is during a specifically scheduled test completion session. For example, while taking session two, if a student finishes, he/she may return to questions on session two **only.**

When is small group test administration appropriate?

The only time small group test administration is appropriate is when accommodations are being provided as identified in a 504, ELL, or IEP Plan. When accommodations are being provided that disturb or distract other test takers, then individual test administration is appropriate.

What type of interaction should occur between the test administrator and students during testing? (What student questions can be answered and how?)

Interaction with students during a test should be limited to the scripting in the Test Administration Manual and observation for test proctoring purposes. Administrators may remind students to properly mark their answer documents (e.g., mark an option for every question, mark only one option for each question) and to remain quiet during testing. In response to student queries regarding specific test questions, administrators may only encourage students and remind students to use what they have learned in class, and make the best judgment about the correct answer. In response to queries seeking clarification of test content, administrators may only repeat the explicit wording in the test booklet.

Are students allowed to take breaks during the test which take them out of the testing room?

Test sections are short enough that a break is not needed. If circumstances arise that require a student to leave the testing room, the student should place his/her answer document inside of his/her testing booklet and close the booklet. This includes students leaving the room once they individually have completed the test section, but other students are continuing to work. This is to limit distractions for all students.

If directions are not necessary, may they be skipped?

No, directions should **always** be read as scripted in the Test Administration Manual (TAM). Even though experienced teachers may be familiar with the format, it is crucial for standardization that all directions be read as scripted in the TAM. This is also critical as there can be a change from one year's directions to the next because of test content.

If directions are unclear, may the teacher make additions?

Test administrators are permitted to clarify misunderstandings concerning directions as scripted in the Test Administration Manual and answer student questions regarding these directions.

Teachers may not prompt the student. Prompting is defined as providing additional information to students beyond the specific scope of the TAM instructions. In general, prompting is not allowed during tests because it may give an unfair advantage to some students. The following are examples of prompting:

- elaborating on questions
- clarifying information provided in reading selections or any test question
- pointing out specific information in items or graphics
- providing cues that might normally be part of instructional strategies
- suggesting strategies that a student may use to arrive at a correct response

Test Questions

What are the similarities and differences between a computer-based test and a paper-based test?

All efforts are made to make the administration of computer-based testing and paper-based testing as similar as possible, with the exception of the question delivery system.

Test Setup Questions

Do teaching materials need to be covered during testing (e.g., posters, bulletin boards, number lines, alphabets, tags, charts)?

Teaching materials that are generic in nature (e.g., posters and banners), have been used for general instruction throughout the year, and do not provide answers to test questions may be left in place. Teaching materials that provide information that is directly linked to the content of the tests should be covered or removed.

Are food and drink acceptable during testing?

It is preferred that there be no food or drink during testing. However, the answer to this query will vary from district to district depending on local site-based decisions. As long as the integrity of the test materials is maintained, food and drink are allowable during the test. Please remember in making the decision that it is unethical to give treats in response to correct answers during the test.

Results Questions

If a student is absent for the entire test, does it affect overall class scores?

One student's absence does not affect scores for an individual class but can affect a school's participation rates for accountability purposes for both AYP and UPASS. If a student is unavailable for the entirety of the testing window (a four-week window), then the appropriate code should have been marked in the special codes box on his/her answer document.

Should results be shared with parents?

Yes, the Utah State Office of Education issues a "Parent and Student Report" that should be shared with parents. Districts receive these reports, and they are then distributed to each individual school.

Where can stray marks be on scoreable test booklets without affecting scanning?

Stray marks will cause problems on the official scanning marks (skunk marks) at the top of the documents and timing marks on the side, or in any area that has pre-printed information. Also, if stray marks are in the scanning area, it can affect the student's score, because the scanner may interpret the stray marks as duplicate answers to a question.

Who scans and scores official documents?

The Utah State Office of Education and/or contracted vendors score official documents.

When are test scores available to teachers? Are scores for all grades returned at the same time?

Scores for all grades and content areas are returned from the USOE to districts at the same time.

For the CRT, districts receive **raw score reports** of student level data within four working days of their submission of test answer documents to the USOE. **Remember:** These are raw scores and therefore are not verified as final report results.

CRT final report results are returned to districts during the summer. It is the responsibility of district personnel to share this information at the school and teacher levels. The information should be shared with parents at the beginning of the next school year. Reports provide information for parents, students, classroom teachers, schools, and LEAs. The USOE is working every year to minimize the length of the results timetable and return scores to the districts within a shorter time period.

What are some appropriate uses of test data?

Remember that CRTs are summative assessments. They provide a "snapshot" of a student's skill in a particular subject area. CRT results represent a single measurement of student knowledge and understanding through a single measurement type. Any inferences about student knowledge and understanding should be supported by multiple and varied measures.

There are **two uses** for CRT test data.

The **most** appropriate use of CRT test data is the determination of whether or not an individual is proficient or not on the Utah Core Curriculum for which the test was designed. Any use beyond this brings about greater reliability concerns. Additional appropriate uses of data are groupings and comparisons of students at the school, district and state level in the following manner:

- comparisons across the four levels of proficiency
- state and federal accountability systems (with appropriate confidence intervals) that involve the above stated proficiency levels and changes in the percentage of students in each category over time
- comparisons of percentages of students proficient or not over time (program effectiveness) across a span of test years (tests are equated across years)
- comparisons of aggregates of scale scores over time (program effectiveness)

Any uses of test data beyond those described above should be made with extreme caution. The most **common abuse** of test data is in **using a percent correct raw score for CRTs in a way similar to regular classroom grading. This represents inaccurate and inappropriate use of the data.**

The CRT data at the domain level is to inform instruction only. The use of raw score data at the Standard, Objective, and ILO level is appropriate, within recommended ranges. Data is informative to teachers in reviewing their classes' strengths and weaknesses. Comparisons can be made between various domains

(Standard, Objective, and ILO) compared to other domains, at the same aggregate level (e.g., student, class, school) within the same school year. It is also appropriate to make comparisons across the same aggregate level (e.g., student to student, class to class, school to school) within various domains. **Remember,** CRTs are **not** designed to be comparable at this level from year to year.

In **all** cases, the larger the group of comparison is, the more valid the comparison. For example, it is much more valid to compare how two schools are doing instructionally in a given standard based on CRT data than to compare how two students have performed on a given objective.

What information does a raw score give, and are there limitations in using this data?

A raw score provides a very limited perspective at certain domain levels. It simply relates how many questions a student answered correctly on the Standards, Objectives, and ILOs assessed by the CRTs. This is a "snapshot," **not** a thorough diagnostic evaluation. Also, tests must be scaled from year to year for proficiency level. Teachers should be cautious and cannot compare raw scores from one year to the next.

Never should a raw percentage score be used in direct comparison to any other percentage score.

What information does a scale score give?

A scale score provides a common language of discussion and comparison of test scores across time (years of test administration). It provides the opportunity to equate different tests to the same difficulty level while maintaining a common understanding of the results of those tests. A scale score shows how the current year's set of students performed relative to the previous year's students' performance (e.g., a 160 means the same thing for all tests that are developed for that specific scale). The best use of a scale score for current Utah CRTs is to make the same judgment of knowledge base across aggregate levels (e.g., student, class, school) for the same test. This means that regardless of which questions students got correct, if each student received a scale score of 170, then each student has roughly the same proficiency level on the range of content being assessed.

Process Questions

Does the teacher need to read through the Test Administration Manual before administering the test?

Yes. It is important for teachers to familiarize themselves with all aspects and responsibilities related to test administration. Teachers should read it **each year** as there are always changes occurring in testing.

What process should be followed to review test booklets and the TAM? Should more than one person be present?

Test Booklets: Teachers are permitted to read individual test items **only** in the process of test administration.

TAM (Test Administration Manual): It would be preferable for a group of teachers to sit together with the site coordinator to review the TAM. This time may be used to address any questions.

Should special education teachers receive a TAM?

Any teacher who is administering the test needs a TAM. If special education teachers are pulling students out into a small group setting to administer the test, they will need a TAM.

Ethics

For **all** questions concerning ethics, refer to the *Standard Test Administration and Ethics Policy* found at URL http://www.schools.utah.gov/ARC/AATestPolicy.pdf.

Additional information concerning test administration is available in State Law (Utah Code 53A–1–608, Preparation for Tests):

(1) School district employees may not carry on any specific instructions or preparation of students which would be a breach of testing ethics, such as the teaching of specific test questions.

(2) School district employees who administer the test shall follow the standardized procedures in the published Test Administration Manual (TAM) and any additional specific instructions developed by the State Board of Education.

(3) The State Board of Education may revoke the certification of an individual who violates this action.

For questions concerning the information presented in this manual, refer to the Frequently Asked Questions (FAQ) section of the USOE Assessment and Accountability Web site (http://www.schools.utah.gov/eval).

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